

Teachers' attitudes and challenges in teaching Home Economics under the Matatag Curriculum

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ABSTRACT

This study assessed the attitudes and challenges of Home Economics teachers in implementing the Matatag Curriculum Framework in selected public secondary schools in Lapu-Lapu City, Cebu Philippines, during the school year 2024–2025. Anchored on Bandura's Social Cognitive Theory, the research employed a descriptive-comparative design to examine how teacher preparedness, resource availability, and inclusivity influence instructional delivery. Using a validated questionnaire, data were collected from 35 Home Economics teachers through purposive sampling. Results revealed that while teachers generally expressed favorable attitudes and high self-efficacy toward the new curriculum, they faced challenges related to limited instructional resources, insufficient training, and heavy workloads. Inclusivity and equity considerations were acknowledged in principle but remained hampered by practical limitations such as a lack of assistive technologies and diverse learner accommodations. Statistical analysis showed no significant association between teachers' demographic profiles and perceived challenges, suggesting that the issues encountered are systemic rather than individual. Despite these challenges, collegial support and favorable institutional climate contributed to teachers' confidence in implementing curriculum reforms. The study concludes with recommendations to enhance professional development, equitable resource allocation, and inclusive practices, forming the basis of a proposed professional development plan to strengthen curriculum implementation. These findings contribute to broader discussions on educational reform and support mechanisms for vocational educators in the Philippines.

Keywords: Vocational Education, Matatag Curriculum, Home Economics, Curriculum implementation, descriptive-comparative design, Lapu-Lapu City, Cebu Philippines

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INTRODUCTION

The effective implementation of curriculum reforms depends largely on teachers, who are the central actors in translating educational policies into classroom practice. In the Philippines, one of the most significant reforms in recent years is the adoption of the Matatag Curriculum Framework, designed to strengthen foundational skills, enhance life competencies, and prepare learners for real-world applications. Its success, however, is contingent on teachers' readiness to embrace change, their attitudes toward the reform, and the challenges they encounter during its implementation. Research underscores that while teachers' positive attitudes are critical for reform, they are insufficient in isolation; issues of preparedness, equity, inclusivity, and resource availability equally determine the effectiveness of instructional delivery (Khine, 2022). Understanding these interconnected factors is essential in assessing how teachers—particularly in vocational fields such as Home Economics—adapt to curricular transformation.

Studies highlight that teachers frequently face curriculum overload, limited instructional resources, inadequate training, and insufficient institutional support when navigating new curricular demands (Malinao & Miano, 2025; Cruz et al., 2025). Home Economics educators, in particular, must align with updated competencies and pedagogical approaches that often demand greater access to equipment, improved laboratories, and continuous professional development. International research mirrors these challenges, revealing that teacher-related factors are at the core of curriculum reforms. For instance, Sandy (2025) found that teachers' attitudes and perceived behavioral control strongly influenced curriculum innovation in China and Myanmar, demonstrating the necessity of policy support, investment in resources, and sustained teacher training. Such findings affirm that teachers thrive in environments that provide clear policy direction, access to current materials, and a supportive workplace culture, conditions that empower them to embrace curriculum reforms and enhance student outcomes.

In the Philippine context, implementing the Matatag Curriculum Framework in Home Economics highlights systemic challenges that extend beyond individual classrooms. Baguio (2023) emphasized that teachers' favorable attitudes toward Outcomes-Based Education increased their motivation, but that enthusiasm was hampered by shortages in equipment, facilities, and training. These deficiencies not only reduce instructional effectiveness but also diminish student engagement and the overall quality of education. In urban centers such as Cebu City, challenges include overcrowded classrooms, resource scarcity, and the struggle to balance theoretical instruction with practical applications in a rapidly changing environment. Teachers in such contexts must navigate the added complexity of addressing diverse student needs in multicultural and fast-paced educational settings. Lapu-Lapu City presents a similar scenario, where Home Economics educators face pressing needs for resources, training, and institutional support to effectively adapt to the Matatag Framework. Addressing these gaps is essential for ensuring the success of the reform and for developing targeted interventions that strengthen teacher preparedness and improve learning outcomes.

The theoretical underpinnings of this study further illuminate the dynamics of reform. Lewin's (1947) Change Theory frames curriculum adoption as a cyclical process of unfreezing, changing, and refreezing, which is often complicated by barriers such as inadequate resources, limited training, and unclear policies (Ely, 1990). Bandura's (1997) Self-Efficacy Theory highlights the role of teacher confidence in shaping resilience and instructional practices, while

Vygotsky's (1978) Constructivist Learning Theory situates Home Economics pedagogy in hands-on, student-centered approaches. Malabago's (2016) Theories of Technical Education reinforce the need for competency-based, contextualized instruction aligned with real-world applications. Collectively, these frameworks emphasize that successful implementation requires not only teacher adaptability but also systemic support.

The policy environment provides the legal and institutional foundation for curriculum reforms. The 1987 Philippine Constitution mandates accessible and quality education for all, forming the basis for subsequent reforms. Republic Act (RA) No. 10533, or the Enhanced Basic Education Act of 2013, institutionalized the K–12 curriculum and highlighted the need for teacher development. This was reinforced by RA No. 10968, or the Philippine Qualifications Framework (PQF) Act, which aligned educational outcomes with labor market demands (Congress of the Philippines, 2013, 2018). These laws were operationalized through DepEd Order No. 14, series of 2023, which formalized the Matatag Curriculum with a focus on decongesting learning content, strengthening values education, and preparing students for livelihood and higher education (Department of Education, 2023). Complementing these is RA No. 9155, or the Governance of Basic Education Act of 2001, which emphasized teacher empowerment, autonomy, and capacity-building (Congress of the Philippines, 2001). Together, these frameworks highlight the centrality of teachers in ensuring reforms achieve their intended impact.

The introduction of the Matatag Curriculum reflects the Department of Education's response to long-standing issues such as learning poverty, curriculum overload, and the effects of the pandemic on student achievement. With its guiding vision of “Bansang Makabata, Batang Makabansa,” the curriculum prioritizes mastery of foundational skills, inclusivity, and resilience in the face of disruptions (Department of Education, 2019; Kilag et al., 2024; Paz, 2024). Early pilot studies have reported promising results but also identified implementation challenges such as gaps in teacher readiness, insufficient facilities, and the absence of inclusive education policies (Javier, 2023; Macasero, 2023). To ensure equity, policymakers must prioritize disadvantaged learners and provide targeted interventions that bridge structural barriers to quality education (Kilag et al., 2024).

Curriculum reform inevitably places considerable responsibility on teachers, making their attitudes and professional readiness central to success. Teachers' perceptions influence not only their willingness to implement reforms but also the quality of their instructional practices (Khine, 2022). Professional development programs play a vital role in equipping teachers with both content and pedagogical knowledge, particularly in vocational areas such as Home Economics where practical competencies are critical. Studies show that targeted, practice-oriented professional development has greater impact on student outcomes compared to training focused solely on theoretical knowledge (Schwartz, 2024). This underscores the need for continuous professional learning, institutional support, and resource provision to help teachers navigate reforms effectively.

Challenges persist in teacher preparation, resource allocation, and inclusivity, which together shape the realities of curriculum implementation. The absence of specialized facilities and instructional resources has been identified as a major obstacle in Home Economics, reducing the quality of hands-on learning experiences (Paas & Palojoiki, 2019; Malama, 2023). Resource

inequities between urban and rural areas exacerbate systemic disparities, hindering inclusivity and equity in education (World Bank, 2022). At the same time, global studies point to the need for cultivating curricular knowledge that goes beyond pedagogical content knowledge, emphasizing teachers' role as interpretive professionals capable of contextualizing reforms (Deng, Luke, & Lin, 2021). In this regard, teachers are not merely implementers but key agents in shaping how reforms are enacted in practice.

Overall, the success of the Matatag Curriculum in Home Economics depends on addressing both systemic barriers and teacher-specific factors. International and local studies converge on the conclusion that teacher preparedness, institutional support, resource allocation, and inclusive practices are indispensable for effective reform (Padillo et al., 2021; Kilag et al., 2024). By exploring the attitudes and challenges of Home Economics teachers in Lapu-Lapu City, this study contributes to filling a critical research gap and provides a basis for developing professional development programs that equip teachers with the necessary skills, resources, and dispositions to implement the Matatag Curriculum successfully.

Statement of the problem

This research assessed the attitudes and challenges of home economics teachers in implementing the Matatag curriculum framework in Marigondon National High School in Lapu-Lapu City Division during the school year 2024-2025 as the basis for the proposed professional development plan. Specifically, it sought answers to the following inquiries:

1. What is the demographic profile of the respondents in terms of age and gender, highest educational background, years of teaching Home Economics, school type, and relevant training and seminars attended in relation to the Matatag Curriculum?
2. To what extent are the challenges of Home Economics teachers in delivering the Matatag Curriculum in terms of teacher readiness and support systems, resource availability, and inclusivity and equity considerations?
3. What is the level of Home Economics teachers' attitudes towards delivering the Matatag Curriculum in terms of changes and improvements in the curriculum, self-efficacy, social environment, and the lack of guidelines and monitoring mechanisms for implementation?
4. Is there a significant association between the respondents' demographic profile and their level of challenges in handling the Matatag Curriculum?
5. Based on the findings of the study, what professional development plan can be designed to strengthen the implementation of the Matatag Curriculum in Home Economics?

METHODOLOGY

This study employed a descriptive-comparative research design to examine the attitudes and challenges of Home Economics teachers in implementing the Matatag Curriculum Framework. The descriptive aspect identified and characterized the teachers' demographic profiles, attitudes, and challenges, while the comparative component assessed differences in self-efficacy and perceptions of curriculum delivery, including attitudes, social norms, and behavioral control, when categorized by demographic variables. This design was selected because it allowed

the study to determine variations across factors without manipulating parameters, thus providing a valid and accurate assessment of the teaching context.

The research process began with the identification of the problem and the formulation of objectives, which were grounded in a review of related literature and theoretical foundations. Data collection was conducted through the distribution of questionnaires to Home Economics teachers, after which data were analyzed to determine relationships between perceptions and challenges in curriculum implementation. The final stage involved the interpretation of findings, with conclusions and recommendations formulated to guide future interventions and inform professional development plans to strengthen curriculum implementation.

The study was conducted in selected schools within Lapu-Lapu City, Cebu, where Home Economics teachers were applying the Matatag Curriculum Framework. The locale reflects the common conditions of Philippine public schools, such as resource shortages, large class sizes, and varying levels of teacher preparation. Marigondon National High School (MNHS) was the main research site. Established in 1969 and located in Barangay Marigondon, Lapu-Lapu City, the school has developed into a vital educational hub in Region VII. It accommodates over 6,800 Junior and Senior High School students supported by 214 teachers and 10 non-teaching staff, and it serves a community with a population of 25,584. Recognized as the largest school in the Division of Lapu-Lapu City, MNHS demonstrates both the opportunities and challenges of implementing large-scale curricular reforms. The school fosters an inclusive, learner-centered environment that prioritizes holistic development, promotes safe and gender-sensitive practices, and values collaboration with stakeholders. Its best practices highlight the provision of quality education, teacher development, and community engagement, thereby reinforcing its role as a leader in regional educational excellence.

The respondents were 35 Home Economics teachers from MNHS who were actively implementing the Matatag Curriculum Framework. Purposive sampling was employed to ensure that participants had sufficient experience and exposure to the curriculum. Demographic details such as age, sex, educational attainment, years of teaching experience, and training or seminars attended were also gathered to provide a comprehensive profile of the respondents. All 35 teachers from the school participated, representing 100% of the targeted sample.

Data were collected using a self-administered questionnaire, which served as the primary instrument of the study. The tool was adapted from Aquino (2024), whose work entitled “Developing an evaluation scale for assessing the effective implementation of Matatag Curriculum in Philippine public schools: exploratory sequential design,” published in the *Journal of Interdisciplinary Perspectives* (Vol. 2, No. 5, pp. 167–184), provided the foundation for measuring teachers’ attitudes, social norms, perceived behavioral control, self-efficacy, and external challenges. The adapted instrument retained Aquino’s structured framework but was tailored to the context of Home Economics education. It was divided into three domains—Teachers’ Attitudes, Teachers’ Experiences, and Teachers’ Assessment—and employed a five-point Likert scale ranging from 1 (“strongly disagree”) to 5 (“strongly agree”). The comprehensiveness of the questionnaire and its alignment with curriculum goals ensured that the data captured nuanced insights into teachers’ perceptions and challenges.

The data-gathering procedure followed a systematic process to ensure validity, reliability, and compliance with ethical standards. During the preparation stage, the questionnaire was

designed, reviewed by experts, and validated. Approvals from school authorities, such as the principal and administrators, were secured, and ethical clearance was obtained to uphold professional standards. The distribution of the questionnaire took place during school hours at times convenient for the respondents, with both online and paper-based formats offered to maximize participation. After collection, responses were encoded, cleaned, and checked for completeness before statistical analysis was conducted.

Data analysis employed both descriptive and inferential statistics. Frequencies, means, and standard deviations were used to summarize demographic characteristics and respondents' perceptions. Pearson's correlation coefficient tested the relationships between variables, while multiple regression analysis determined the predictive power of attitudes, social norms, and perceived behavioral control on teachers' self-efficacy in curriculum implementation. Scoring procedures involved summing responses to generate composite measures for each construct, enabling both comparisons across groups and correlation-based evaluations.

The interpretation of scores was based on categorical ranges and verbal descriptions for each domain. For Teachers' Challenges in Implementing the Matatag Curriculum in Home Economics Education, scores ranging from 4.21–5.00 indicated "strongly agree," reflecting teachers who consistently and effectively implemented the curriculum, felt confident and supported, and fully integrated its goals into practice. Scores between 3.41–4.20 were categorized as "agree," representing teachers who generally experienced success and manageable challenges, with practices mostly aligned to curriculum objectives. A range of 2.61–3.40 indicated "neutral," describing mixed experiences where teachers met some aspects of curriculum goals but faced gaps in alignment, resources, or training. Scores between 1.81–2.60 were described as "disagree," highlighting teachers who felt unprepared or unsupported and encountered significant difficulties in meeting expectations. Finally, scores from 1.00–1.81 were labeled "strongly disagree," indicating teachers who faced extreme challenges, lacked training or resources, and were unable to align practices with curriculum objectives.

For Teachers' Attitudes in Implementing the Matatag Curriculum, the same ranges applied. Respondents scoring 4.21–5.00 expressed highly favorable attitudes, perceiving the curriculum as transformative, relevant, and beneficial. Scores between 3.41–4.20 represented favorable but less confident attitudes, with optimism tempered by limited support systems. Neutral attitudes, scored between 2.61–3.40, reflected uncertainty or limited understanding of curriculum goals. Scores of 1.81–2.60 denoted mildly unfavorable attitudes characterized by limited enthusiasm or skepticism about the curriculum's relevance. Strongly unfavorable attitudes, scored between 1.00–1.81, indicated resistance, perceptions of irrelevance, or views of misalignment with teaching practices.

In assessing Teachers' Assessment Practices in Implementing the Matatag Curriculum, scores of 4.21–5.00 indicated strong agreement, signifying teachers who consistently applied effective methods aligned with curriculum objectives and adapted assessments to diverse learning needs. Scores of 3.41–4.20 reflected general agreement, suggesting adequate preparedness but occasional challenges in aligning assessments. Neutral scores of 2.61–3.40 described partial alignment, with practices showing gaps or inconsistencies. Scores of 1.81–2.60 represented disagreement, indicating significant challenges and insufficient preparation for effective assessment. The lowest range, 1.00–1.81, described teachers who found assessment

processes highly ineffective, lacked support, and were unable to align evaluations with curriculum goals.

By employing a descriptive-comparative design, purposive sampling, a validated instrument, systematic data-gathering procedures, and rigorous statistical analyses, this study ensured academic rigor while capturing the lived experiences of Home Economics teachers. The integration of detailed scoring rubrics and categorical descriptions strengthened the validity of interpretations and provided nuanced insights into teachers' challenges, attitudes, and assessment practices. These methodological strategies ensured that the findings would not only highlight the realities of curriculum implementation but also contribute meaningfully to the development of a professional development plan for teachers under the Matatag Curriculum Framework.

RESULTS AND DISCUSSION

This chapter presents the results of the study based on the responses of thirty-five Home Economics teachers from Marigondon National High School in Lapu-Lapu City, Cebu. The respondents were selected through purposive sampling, ensuring that all participants had direct experience implementing the Matatag Curriculum Framework. Data were collected using a validated self-administered questionnaire adapted from Aquino (2024), which measured teachers' demographic profiles, attitudes, self-efficacy, social norms, and challenges in implementation. Statistical analyses included descriptive measures, Pearson's correlation, and chi-square tests to determine associations between variables. The findings are presented thematically according to the study's objectives.

Demographic profile of the respondents

The age and gender distribution revealed that the majority of respondents were between 27 to 33 years old, representing 37.14% of the group, followed by 31.43% who were aged 34 to 40. Teachers aged 41 to 47 comprised 11.43%, those aged 48 to 54 accounted for 14.29%, and only 5.71% were aged 55 to 61. In terms of gender, 28 of the 35 teachers were female, while only 7 were male. This reflects national trends reported by David et al. (2020), which highlight the predominance of women in the Philippine public school teaching force, a phenomenon rooted in historical, cultural, and policy contexts. The prevalence of younger and female teachers suggests possible implications for curriculum implementation, such as greater openness to digital integration and potential gender imbalances in leadership opportunities.

Educational attainment data showed that 54.29% of the teachers were full-fledged master's degree holders, while 42.86% held bachelor's degrees and only 2.86% had incomplete master's units. These findings indicate that the majority have pursued advanced studies, reflecting dedication to professional growth. Cruz and Mendoza (2020) emphasized that postgraduate education enhances competence in instructional planning and assessment, while Delos Reyes (2020) noted that teachers with advanced degrees are more likely to engage in leadership, research, and peer mentoring. This aligns with the respondents' academic qualifications, which suggest strong potential for instructional leadership in implementing the Matatag Curriculum.

In terms of teaching experience, 37.14% of the teachers had been teaching Home Economics for six to ten years, while 31.43% had one to five years of experience. Another 22.86% reported teaching for eleven to fifteen years, while only 2.86% had sixteen to twenty years, and 5.71% had more than twenty-one years of service. This distribution indicates that most respondents were in the earlier stages of their careers, which may influence their adaptability and readiness to adopt new curricular frameworks. Gonzales and Rivera (2020) found that teachers with fewer years of service often exhibit greater openness to innovation, though they may lack practical strategies to sustain curricular change. Similarly, Delos Santos (2020) highlighted that novice teachers within their first five years face significant difficulties during curriculum shifts due to limited pedagogical exposure, a concern mirrored by the 31.43% of respondents in this category.

All respondents came from urban schools, with 100% teaching in Marigondon National High School. This context indicates that the findings reflect exclusively urban experiences and may differ from rural contexts, where challenges such as resource scarcity and isolation are often more severe. Barakat and Bengtsson (2020) emphasized that urban teachers often operate in resource-rich settings compared to rural counterparts, underscoring the need for caution in generalizing findings.

When asked about training and seminars related to the Matatag Curriculum, 57.14% of teachers reported that they had not attended any. About 20% attended one training, while smaller percentages had attended more sessions: 2.86% attended two, 5.71% attended three, 2.86% attended four, and 11.43% attended five. This demonstrates that the majority had little to no exposure to formal professional development specific to the Matatag Curriculum. Espina and Reyes (2020) noted that limited training opportunities hinder curriculum implementation, while Tinio (2020) found that teachers who had attended three or more sessions reported significantly higher curriculum mastery and improved classroom strategies. The findings therefore point to gaps in teacher preparation that could affect effective curriculum delivery.

Extent of challenges in implementing the Matatag Curriculum

Teacher readiness and support systems received an overall grand mean of 4.11, interpreted as Agree. Respondents generally acknowledged that they had adequate training ($M = 4.17$), confidence in integrating new content ($M = 4.11$), access to instructional guides and resources ($M = 4.11$), and mentoring from administrators or specialists ($M = 4.14$). They also agreed that professional development aligned with competencies needed under the curriculum ($M = 3.80$), that they had sufficient time and resources for lesson preparation ($M = 4.09$), and that collaboration among colleagues was present ($M = 4.11$). However, they also noted significant increases in workload ($M = 4.20$) and difficulties in adapting to new pedagogical approaches ($M = 4.17$). These findings highlight that while support structures exist, the additional workload and adjustment to new methods remain challenging. Consistent with Avalos (2021) and Darling-Hammond et al. (2020), the results affirm that ongoing mentoring, workload management, and targeted training are essential for sustaining readiness.

Resource availability was also rated positively, with a grand mean of 4.05, interpreted as Agree. Teachers reported access to well-equipped laboratories ($M = 3.97$), updated instructional materials ($M = 3.91$), and technological resources ($M = 4.17$). They acknowledged that limited

tools and consumable supplies, such as textiles and food ingredients, negatively affected lesson quality ($M = 4.02$ and $M = 4.17$, respectively). Adequate funding for materials and equipment was rated at 3.97, while administrative procurement and maintenance scored 4.05. Classroom infrastructure was rated 4.20, while class size utilization and competency-based assessments scored 4.05 and 4.17, respectively. Overall, respondents agreed that resources were generally sufficient, but gaps persisted. Darling-Hammond et al. (2020) emphasized that adequate physical and technological resources are vital for competency-based learning, a point echoed in these findings.

Inclusivity and equity considerations had a grand mean of 4.06, also interpreted as Agree. Teachers affirmed that the curriculum addressed diverse learning needs ($M = 4.00$), provided flexibility for students with disabilities ($M = 4.10$), and offered culturally responsive learning materials ($M = 4.05$). Training on inclusive strategies scored 4.14, while administrative support was rated 4.05. Respondents also acknowledged challenges, including difficulties in differentiated instruction ($M = 4.02$), the lack of assistive technologies ($M = 4.11$), and the impact of socioeconomic disparities on participation in practical activities ($M = 4.09$). They agreed that clear guidelines and policies for inclusivity existed ($M = 4.08$), but practical constraints hindered full implementation. These findings resonate with UNESCO (2023) and Florian and Spratt (2020), who stress that inclusive curricula require both teacher preparation and systemic support.

Attitudes of home economics teachers toward the Matatag Curriculum

Teachers' perceptions of changes and improvements in the Matatag Curriculum received a grand mean of 3.83, interpreted as Agree. Respondents noted that teaching time allocations improved instructional management ($M = 3.94$), enrichment activities enhanced professional development ($M = 3.83$), and regular workshops supported curriculum understanding ($M = 3.85$). They also agreed that the shift to a more focused curriculum required updating instructional materials ($M = 3.71$) and that emphasis on foundational skills improved student mastery ($M = 3.80$). These findings align with Darling-Hammond et al. (2020), who emphasized that curriculum reforms combined with professional development improve teaching practices and outcomes.

Self-efficacy was rated with a grand mean of 3.85, interpreted as Agree. Teachers expressed confidence in teaching Home Economics under the new framework ($M = 3.88$), overcoming challenges ($M = 3.91$), planning lessons aligned with objectives ($M = 3.80$), adapting teaching methods ($M = 3.89$), and achieving learning outcomes ($M = 3.77$). These results confirm Tschannen-Moran and Hoy's (2021) assertion that self-efficacy is crucial in curriculum reforms, with high levels associated with greater persistence, better preparation, and improved classroom performance (Klassen & Durksen, 2020).

The social environment dimension received a grand mean of 3.77, interpreted as Agree. Respondents reported feeling supported by colleagues ($M = 3.80$) and administrators ($M = 3.77$), collaborating with peers ($M = 3.74$), receiving constructive feedback ($M = 3.80$), and working in a school culture that fosters teamwork ($M = 3.74$). These findings reflect Bryk et al. (2020) and

OECD (2021), who emphasized the importance of collaborative environments for successful curriculum adoption.

Associations between respondents' profiles and variables

Chi-square tests showed no significant associations between demographic variables and readiness, resource availability, or inclusivity perceptions. For readiness and support, all p-values were above 0.05: age ($p = 0.443$), gender ($p = 0.631$), educational attainment ($p = 0.165$), years of teaching ($p = 0.153$), school type ($p = 0.528$), and training and seminars ($p = 0.528$). For resource availability, no significant associations were found: age ($p = 0.679$), gender ($p = 0.281$), educational attainment ($p = 0.407$), years of teaching ($p = 0.226$), school type ($p = 0.434$), and training and seminars ($p = 0.245$). Similarly, inclusivity and equity perceptions showed no significant relationships: age ($p = 0.521$), gender ($p = 0.239$), educational attainment ($p = 0.267$), years of teaching ($p = 0.184$), school type ($p = 0.350$), and training and seminars ($p = 0.230$). These results indicate that preparedness, resource perceptions, and inclusivity concerns are systemic rather than individual. Darling-Hammond et al. (2020) and Avalos (2021) both argue that institutional policies, rather than personal characteristics, play a greater role in shaping teacher readiness and support.

Summary of findings

Overall, the results suggest that teachers are generally well-prepared and supportive of the Matatag Curriculum but face significant challenges related to workload, limited training, and resource constraints. Attitudes toward curriculum changes, self-efficacy, and the social environment were all favorable, though not overwhelmingly strong. Importantly, demographic characteristics did not significantly influence teachers' readiness, access to resources, or perceptions of inclusivity, reinforcing the idea that systemic support and institutional interventions are the key determinants of successful curriculum implementation.

CONCLUSION

This study assessed the attitudes and challenges of Home Economics teachers in implementing the Matatag Curriculum Framework in selected public schools within the Division of Lapu-Lapu City during the 2024–2025 academic year. It sought to evaluate teacher preparedness, resource availability, instructional challenges, and perceptions of inclusivity and equity, with the ultimate goal of providing evidence for a proposed professional development plan. Using a validated survey instrument, responses from thirty-five teachers were analyzed through appropriate statistical tools, including descriptive measures and tests of association, to generate a comprehensive understanding of the conditions affecting curriculum implementation.

The results revealed that teachers generally perceived themselves as prepared and supported in delivering the Matatag Curriculum, as reflected in a grand mean of 4.11. They reported confidence in integrating new content and accessing instructional guides, mentoring, and peer collaboration. Nevertheless, they acknowledged persistent challenges such as limited instructional resources, insufficient infrastructure, difficulties in adapting to new pedagogical

approaches, and an increased workload brought about by the demands of curriculum change. Teachers further expressed that, while the curriculum is inclusive and sensitive to the diverse needs of students, the lack of specialized training, assistive technologies, and resources hampers their ability to provide differentiated instruction effectively. These findings underscore that inclusivity in principle is widely recognized, but its practical implementation is constrained by systemic limitations.

The study also established that Home Economics teachers demonstrated positive attitudes toward the changes introduced in the Matatag Curriculum. With a grand mean of 3.83 on curriculum improvements and 3.85 on self-efficacy, respondents expressed confidence in adapting teaching strategies, preparing lesson plans aligned with the framework, and achieving learning outcomes. Their favorable views on the curriculum's emphasis on foundational skills and competencies indicate openness to reform and a willingness to adjust instructional practices. Furthermore, the role of a cooperative and supportive school environment emerged as critical, with teachers acknowledging the importance of peer collaboration, administrative encouragement, and constructive feedback. These findings resonate with the view that collegiality and institutional climate significantly influence teacher motivation and the success of curricular innovation.

Importantly, statistical tests showed no significant association between teacher demographics and their perceptions of readiness, resource availability, or inclusivity. Variables such as age, gender, educational attainment, years of teaching, school type, and training attendance all yielded p-values above 0.05, indicating no meaningful correlations. This suggests that challenges in implementing the Matatag Curriculum are systemic in nature rather than attributable to individual teacher characteristics. Institutional decisions, resource distribution, and the presence or absence of systemic support appear to be the more decisive factors in shaping teachers' experiences.

In light of these findings, it can be concluded that while teachers possess the foundational preparedness, positive attitudes, and confidence necessary to implement the Matatag Curriculum, systemic barriers such as insufficient training opportunities, limited assistive resources, and heightened workloads hinder the full realization of curriculum goals. Teachers' willingness and capacity to adapt provide a strong basis for successful implementation, but this potential requires reinforcement through institutional action and broader systemic reforms.

To address these challenges, several recommendations emerge from the study. Continuous professional development must be prioritized, with training programs tailored toward inclusive education strategies, differentiated instruction, and specialized competencies in Home Economics. Sustained mentoring and support systems should accompany these initiatives to ensure that teachers remain confident and effective in adapting to curricular reforms. Equally important is the investment in instructional resources and learning aids, including assistive technologies, laboratory equipment, consumable supplies, and updated teaching materials. Such investments will directly support teachers in delivering practical, competency-based lessons that align with the curriculum's objectives. Strengthening institutional and administrative support mechanisms, particularly in workload management and equitable resource distribution, will further enable teachers to focus on pedagogy rather than logistical constraints.

Overall, the study concludes that the successful and inclusive implementation of the Matatag Curriculum depends not solely on teacher readiness but on sustained systemic interventions. By prioritizing teacher training, resource provision, and institutional support, educational stakeholders can ensure that curriculum reforms translate into meaningful improvements in Home Economics education.

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